



ENHANCING CIVIC
ENGAGEMENT

HYGIENE AND SANITATION

TEACHER'S GUIDEBOOK

Class VII



**State Council of Educational Research and Training
Government of Goa**

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Class VII

Guidebook for teachers which will provide directions to carry out different activities, conduct school events and also provide guidelines to execute community engagement projects

Approved for pilot by -

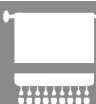
**State Council of Educational Research and Training (S.C.E.R.T.)
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Subject Linkages Sheet for Hygiene & Sanitation : Std-VII

No.	ECE Activities	Subject Linkages Topic Name, Number And Page No
	TOPIC 1. PERSONAL HYGIENE	Science - Part 01
1	1.1 Activity no. 1 (class): Understanding the reasons, process and impact of dental decay	Science - Chapter 2, Nutrition in Animals
	TOPIC 2. SEWAGE AND SANITATION	Science - - Part 02
1	2.1 Activity no. 1 (class): Understanding the basic concept of sewage management system and its importance	Science -Chapter - 18 Wastewater Story - 18.3 WATER FRESHENS UP — AN EVENTFUL JOURNEY, Page no - 237
2	2.1 Activity no. 2 (school): Preparing soak pit as a demo/module at school-level	Science -Chapter - 18 Wastewater Story - 18.4 WASTEWATER TREATMENT PLANT (WWTP)
	TOPIC 3. COMMON ACTIVITY FOR SANITATION	Science - Part 02
1	3.1 Activity no.1 (school): School audit for toilets, food hygiene, and personal hygiene	Science -Chapter - 16 -Water: A Precious Resource- 16.7 WHAT ROLE YOU CAN PLAY, Page no - 218
2	3.2 Activity no. 1 (school): Organising cleanliness drives for sanitation	
3	3.3 Activity No. 1 (class): Making a list of critical actions to improve sanitation facilities within the community	
4	Concept of Bal Arogya Samiti, Page no - 32	(To be planned in the school yearly plan as part of exposure visits/eco clubs/ science committee /value education/art & craft period/work experience period/scouts & guides, science exhibition/science experiments)

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TOPIC 1. PERSONAL HYGIENE

1.1 Activity no. 1 (class): Understanding the reasons, process and impact of dental decay

Lesson/Activity plan

Time	Activities	Resources/ TLM
15 min	<p>Step 1: Introduce the topic and revise the previous knowledge by asking the following questions.</p> <p>Q.1 What are the reasons for dental decay?</p> <p>Q.2 What can dental decay lead to?</p> <p>Q.3 What are the benefits of avoiding spitting?</p> <p>Q.4 Are you aware of the process of dental decay?</p> <p>Write down the student responses on the writing board.</p>	Writing board
30 min	<p>Step 2: Screen the video about dental decay. <i>(Reference: Videos 1.3(1)- https://youtu.be/_ollv59bTL4)</i></p> <p>Step 2.1: Explain the reasons, process and implications of dental decay by referring to the video. <i>(Refer to the student book - topic 1.1 activity no. 1 (class) points 1-2. Pg-2,4)</i></p> <p>Step 2.2: Explain the benefits of avoiding spitting.</p> <p>Step 2.3: Explain to the students the golden rules for maintaining oral hygiene. <i>(Refer to the student book - topic 1.1 activity no. 1(class) point no. 3. Pg-5)</i></p>	Video/ Poster/ student book
20 min	<p>Step 3: Ask the students to work in groups and write down the right and wrong practices (dos and don'ts) for avoiding dental decay. <i>(Refer to worksheet 1.1(1) from the student book to make a list of dos and don'ts. Pg-7)</i></p> <p>Step 3.1: Ask the students to develop a poster or chart by referring to the above dos and</p>	Worksheet /chart paper, pencil, colours

	don'ts. Also, ask them to make their younger siblings and family members aware of the importance of caring for their teeth. (Note: Students can develop the poster at home.)	
	Step 4: Ask the students to list down the foods and drinks they consume in their daily life. Further, ask them to differentiate the foods and drinks which lead to dental decay. (Refer to worksheet 1.1(2) from the student book to make a list of such foods. Pg-7)	Student book



TOPIC 2. SEWAGE AND SANITATION

2.1 Sewage and sanitation

Expected outcomes

At school level-

The school would be able to -

1. Make the students aware of the concept of sewage management and its importance
2. Introduce the methods of sewage management
3. Motivate the students to implement a sewage management system at the household and school-level

At student level-

The student would be able to -

1. Understand the concept and importance of maintaining a sewage system
2. Understand and explore the methods of managing sewage
3. Explain to others the importance of managing sewage and the methods used for the same

2.1 Activity no. 1 (class): Understanding the basic concept of sewage management system and its importance

Time	Activities	Resources /TLM
10 min	<p>Step 1: Introduce the topic to the students and lead the brainstorming session by asking the following questions:</p> <ol style="list-style-type: none">1. What is meant by sewage?2. Why do you think we should have a sewage management system? What are the benefits?3. How is your family managing the waste water at home? <p>Write down the responses of the students.</p>	Writing board

45 min	<p>Step 2: Screen the video on sewage and sanitation and make the students aware of the concept of sewage, its importance and the methods of managing sewage. (Reference:Video 1.1 (1)-https://youtu.be/2zThPupcYxA)</p> <p>(Refer to the student book - topic 2.1 activity no. 1 for the concept, methods and benefits of sewage management and side effects of poor sewage management. Pg-8)</p> <p>Convey the following messages to the students:</p> <ol style="list-style-type: none"> The relationship between sewage and sanitation Wastewater creates unhygienic conditions which lead to serious diseases transmitted by mosquitoes and bacteria. Sewage water emits dirty/foul smell and gases which cause air pollution and affect our health. Benefits of managing sewage water (Refer to the student book - topic 2.1 activity no. 1 point no. 5A. Pg-9) 	Poster
45 min	<p>Step 3: Introduce soak pits and kitchen gardens as methods of managing sewage water at the community level.</p> <p>Step 3.1 Screen the video and make students aware of how to make a soak pit and a kitchen garden. (Reference: Video 1.1(2)-https://youtu.be/bz53sZ810kA & 7.1 (3)-https://youtu.be/YPKUosv3fKo?list=PL5OIY7vW3_epDKMd2wNp6IdeyLyWXVcA9)</p> <p>Step 3.2 Ask the students to make a list of the steps of constructing a soak pit and the required materials based on the screened video. (Refer to student book - topic 2.1 worksheet no. 1. Pg-11)</p>	Video



5 min	Step 4: Ask the students to list out the areas in their community where sewage water is not maintained properly. <i>(Refer to the student book - topic 2.1 worksheet no. 2. Pg-12)</i>	
5 min	Step 5: Ask the students to encourage their family members to properly manage the wastewater generated in the house and take the initiative to prepare a soak pit and kitchen garden at home. <i>(Reference video: 1.1(4)- https://youtu.be/VnFH_I7dKyE)</i>	

2.1 Activity no. 2 (school): Preparing soak pit as a demo/module at school-level

Resources/TLM- Digging instruments, bricks, rocks

Time: 2 hours

The school will take the lead to prepare a soak pit on the school premises with an aim to provide a demonstrative model for the students and manage the sewage water of the school. The school can do this through the following steps:

Step 1: Choose students from the upper classes as volunteers to dig a pit.

Step 2: Collect all the required material and instruments as showcased in the video.

Step 3: Ask all other students to sit in a circle and watch the process of making a soak pit.

Step 4: Complete the soak pit by explaining every step carefully and ensuring that all the students have understood it meaningfully.

Step 5: Show the actual function of the soak pit to all the students after it gets completed.

Step 6: Motivate the students to initiate this in their homes with the help of their parents.

Step 7: Ask the students to write down the steps of constructing a soak pit and the required material.

TOPIC 3. COMMON ACTIVITIES FOR SANITATION

3.1 Water, toilet, hand washing, food hygiene, sewage

Expected outcomes

At school level-

The school would be able to -

1. Develop analytical skills among students to study sanitation-related problems
2. Develop leadership skills among students and facilitate the process of solving sanitation-related problems

At student level-

The student would be able to -

1. Analyse the status of hygiene and sanitation in the school

3.1 Activity no.1 (school): School audit for toilets, food hygiene, and personal hygiene

Resources/TLM- Audit tool

Time: 2 hours

Step 1: Introduce the audit tool to the students and make them aware of how to use it. *(Refer to the student book - topic 3.1 activity (school) no. 1 for the audit tool. Pg-13)*

Step 2: Ask the students to undertake the audit as per the audit tool and fill in their scores. *(Refer to the student book - topic 3.1 worksheet no. 1 Pg-20.)*

Step 3: Prepare a report and presentation based on the findings of the audit as well as an action plan for the scope of improvement.

3.2 Cleanliness camp

Expected outcomes

At school level-

The school would be able to -

1. Initiate cleanliness drives in the school to promote a healthy environment for sanitation



At student level-

The students would be able to -

1. Take action and solve sanitation-related problems

3.2 Activity no. 1 (school): Organising cleanliness drives for sanitation

Step 1: Organise cleanliness drives in the school once a month. Ensure the following initiatives which need to be undertaken as a part of the cleanliness drive:

1. Cleanliness of the school surrounding and playground
2. Cleanliness of the classrooms
3. Maintenance and cleanliness of the sewage system (if available at school-level)
4. Cleanliness of the water tank

Step 2: Form student committees to facilitate and monitor the above initiatives.

3.3 Critical actions for improving household, school and community hygiene

Expected outcomes

At school level-

The school would be able to -

1. Impart knowledge, skills and perspective to take initiatives for sanitation at home, school and community

At student level-

The students would be able to -

1. Understand necessary critical actions which would help improve household/school/ community hygiene and sanitation
2. Motivate others to practise the critical actions and maintain an environment conducive to sanitation



3.3 Activity No. 1 (class): Making a list of critical actions to improve sanitation facilities within the community

Lesson/Activity plan

Time	Activities	Resources/ TLM
5 min	<p>Step 1: Divide the students into groups (4-5 students in one group) and guide them to identify the critical actions to improve sanitation facilities.</p> <p>(Refer to the student book - topic 3.3 activity no. 1 (class): poster for ideal critical actions. Pg-19)</p> <p>Step 2: Provide the list of sanitation facilities:</p> <ul style="list-style-type: none"> A. Public toilet system of community/school B. Drinking water system of community/school C. Sewage system of community/school D. Waste disposal system (human and animal) A. Any other sanitation facility 	Writing board
7 min	<p>Step 3: Ask the students to discuss the present condition of these facilities in their group and identify the possible critical actions which will lead to a good environment for sanitation in the community. (Refer to worksheet 3.3(1) from the student book for listing the critical actions. Pg-20)</p> <p>Step 4: After listing the critical actions, the students will read them out for the others.</p> <p>Step 5: Ask the students to prepare a chart/poster based on the listed critical actions and display them at prominent places in the community.</p>	Worksheet

(Note: The students will do a similar activity for assessing the school sanitation status with an action plan and take the lead in overcoming sanitation issues in their school.)

Concept of Bal Arogya Samiti

What is Bal Arogya Samiti?

This will be a group of school students who will work like the Gram panchayat. Two students (one girl and one boy) will be nominated from each class, under the supervision of the class teacher.

Who will be a member?

All school students from Std. 3 onwards

How will it function?

President, Vice-president and Record-keeper will be the key persons who will lead the committee-work along with other nominated committee members. The committee will work under the supervision of the Headmaster.

What will be the roles and responsibilities of the Bal Arogya Samiti?

The Samiti will:

1. Conduct the Bal Arogya Sabha quarterly, to listen to the personal hygiene and sanitation-related issues raised by the students and try to solve the problems
2. Identify the personal hygiene and sanitation needs of the school
3. Take the lead to improve the personal hygiene and sanitation practices at the school level
4. Monitor and supervise the personal hygiene and sanitation practices at the school
5. Identify the issues/problems of community-level sanitation and hygiene by using PRA (Participatory Rural Appraisal)* tools and prioritising the issues raised by the members during the meeting
6. Take advocacy initiatives to resolve the identified problems of the community
7. Convey the identified and studied problems to the Grampanchayat and follow up to solve these problems by drafting request letters

(Reference Video: https://youtu.be/w_v1QBmj02Q)

* What is PRA?

PRA means Participatory Rural Appraisal. This is an approach used to identify and analyse the common problems of the community from the people's perspective. Further, people make decisions and prepare strategies to take actions with an aim to solve these problems through the active participation of the community members. Tools like resource mapping, transect walk, etc., are all examples of PRA tools.

